



Ready™ New York CCLS Practice

7

English Language Arts

Addresses latest
NYS Test
updates from 11/20/12
Replaces Practice Test 3



To the Student

Ready New York CCLS Practice is a review program for the Common Core Learning Standards for English Language Arts. In this practice test, you will answer 73 ELA questions (63 multiple choice, 8 short response, and 2 extended response).

Your teacher will explain how you will do the practice test and record your answers. Be sure to follow the directions. As you complete the practice test, read the passages and answer the questions carefully. Use the Answer Form on page 57 to record your answers to the multiple-choice questions. Remember to fill in the answer bubbles completely. If you change an answer, you must erase your first answer fully. You will write out your answers to the short- and extended-response questions in the book.

While you work on the practice test, use the Testing Tips below. Read these helpful tips carefully. They can make you a better test taker.

Testing Tips for Answering Multiple-Choice Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Cross out any answer choices that are not reasonable. Then make your choice from the remaining choices.
- Read the question again. Check that your answer makes sense.

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Read the passage. Then answer the questions that follow.

Country Cousin/City Cousin

by Clarke Foley

Part One: Rosa Visits the City

1 In July I was really excited about visiting my cousin Ernesto and his family in New York City—the Big Apple! I pictured us riding a limousine along Park Avenue, sitting in box seats at a New York Yankees baseball game, shopping on Fifth Avenue, admiring art masterpieces in the Guggenheim Museum, and eating at fancy restaurants. When I arrived, things were not exactly the way I imagined.

2 First off, my cousins don't live in Manhattan, which is the New York I've seen on television. They live in Brooklyn, which is a borough, kind of like a suburb, of the city. My cousin Ernesto did not seem interested in leaving Brooklyn.

3 “Ernesto!” His mom, my tía Maria, shook her head at him. “Be a good host and tour guide! Rosa didn't come all the way from Pennsylvania to sit around at the pool with your friends.”

4 “Whaddya wanna do there?” he asked.

5 My eyes lit up. “I want to do everything!” I told him. “I want to go to the Guggenheim, and shop on Fifth Avenue, and eat at a fancy restaurant, maybe go to a Yankees game . . .” At that point I stopped because Ernesto was laughing.

6 Tía Maria smiled and said, “Well, Rosa, there is a lot to do in the city. It can be a bit . . . strenuous.”

7 I thought they were both crazy; I couldn't wait to get started. The next morning, we set out right after breakfast.

8 By that evening I could understand why Ernesto might have had mixed feelings about a day filled with activities in Manhattan. Walking across the Brooklyn Bridge was the best part of the adventure because it was free and the structure was magnificent. Everything went downhill quickly after that. The streets were jammed with noisy traffic spewing exhaust fumes, people were shoving and bumping into us on the sidewalks, and there was trash everywhere. It was so different from my home in the Pennsylvania countryside.

9 We did make it to the Guggenheim Museum, which is way uptown. It took us nearly an hour to find the right subway, catch our train, and make the trip. The subway was loud and grimy. At the museum I spent two hours admiring the art, but then I was hungry, and the price of a meal in an uptown restaurant cost way more than I had imagined. We ended up enjoying a slice of that delicious New York pizza.

10 For the rest of the week we mainly played video games in the basement, where it was cool but musty, and hung out with Ernesto's neighborhood friends at the city pool, which stunk of chlorine and burned my eyes. It was OK, but I was glad when my visit ended and I got back home. It is rough living in the city!

Go On

Part Two: Ernesto Visits the Country

11 In August I visited my cousin Rosa and her family way out in the country. I was happy because I thought the country would be restful and relaxing. When I arrived, though, Rosa had planned out my entire week.

12 “I want to show you a secret cave in the mountains. It’s only a two-mile hike up Mount Pine,” she said.

13 “Two miles? Up a mountain?” I wasn’t so sure. I like taking long walks in the city, but the ground is flat there and we have sidewalks.

14 “We can go swimming, too,” Rosa added.

15 “I love to swim,” I said. “Is there a pool around here?”

16 “A pool? Oh, no. We swim up at the old quarry. You’ll love it—there’s a rope swing and it’s so deep that some people say it doesn’t have a bottom at all!” Rosa said excitedly. I wasn’t sure about swimming in an old quarry. Especially one with no bottom.

17 Rosa was also super excited to take me horseback riding at their community stables. “My favorite horse to ride there is Lightning. I’ll make sure you get a turn with him,” she offered. But I wasn’t quite as excited as Rosa. I could tell she was being generous, but I had to shake my head seriously while I thought of an excuse.

18 “I’m allergic to most animals,” I said. It sounded ridiculous even as the words left my mouth, but it was actually true. My brother tried to keep a pet hamster in our room once and I ended up sneezing and itching until we took it back to the pet shop. I didn’t even want to think about what a horse might do to me.

19 I managed to talk Rosa out of the horseback riding, but I wasn’t as lucky with the rest of her plans. The cave Rosa was so excited about turned out to be damp and depressing. I tried to act like I was having a good time, but I didn’t win any Oscar awards for my acting performance. I swam in the quarry, but I felt creeped out the whole time.

20 When we got back to the house, I told Rosa to go riding without me. I think she would have done so, but her dad said, “Rosa, you can ride next week. Cousin Ernesto is your guest. You need to find things to do with him while he is here.” Rosa and I looked at each other. Hadn’t we done it all—except the horseback riding—already?

21 I’m pretty sure Rosa felt relieved when it was time for me to go back to Brooklyn. I know I did. I never realized what a rough life people live in the country.

1 Part 1 introduces the central idea that people are comfortable with the things they know and uncomfortable with things that are unfamiliar to them. Which paragraph from Part 2 **best** develops this central idea?

- A** paragraph 11
- B** paragraph 12
- C** paragraph 13
- D** paragraph 14

2 What does paragraph 1 reveal about Rosa?

- A** Rosa is an anxious person who does not like change.
- B** Rosa is full of energy and enjoys trying many different things.
- C** Rosa is upset about having to visit her cousin in the city.
- D** Rosa plans to move away from the country and live in the city.

3 Read this sentence from the story.

Tía Maria smiled and said, "Well, Rosa, there is a lot to do in the city. It can be a bit . . . strenuous."

The word "strenuous" **most closely** means

- A** exhausting
- B** frightening
- C** overwhelming
- D** unfamiliar

4 The description of the quarry serves to illustrate that it is

- A** too dangerous for the cousins to swim in
- B** different from the pool Ernesto is used to
- C** not as deep as Rosa thinks it is
- D** surrounded by beautiful scenery

5 Which sentence from the story **best** supports the idea that Rosa was disappointed by her time in the city?

- A** "When I arrived, things were not exactly the way I imagined."
- B** "At that point I stopped because Ernesto was laughing."
- C** "It was so different from my home in the Pennsylvania countryside."
- D** "We did make it to the Guggenheim Museum, which is way uptown."

6 Why does the author use two narrators to tell the story?

- A** The cousins provide conflicting details so that readers are surprised by the ending.
- B** The cousins take turns telling what happened so that readers get both sides of the story.
- C** Each cousin tells the other's story so that readers get an honest view of what happened to each of them.
- D** Each cousin narrates his or her own story so that readers can see how their points of view are different.

7

What is the theme of this story?

- A There's no place like home.
- B The city and the country are both unpleasant.
- C Family is the most important thing.
- D People always want what they can't have.

8

Which is the **best** summary of this passage?

- A Rosa visited Ernesto in New York. She was excited about spending time in the big city. She had less fun than she expected she would. Ernesto thought a visit to see Rosa in the country would be relaxing, but Rosa kept him busy with activities he didn't enjoy.
- B When Rosa visited Ernesto, his mother forced him to take Rosa sightseeing even though he did not want to go. When Ernesto visited Rosa, her father would not let her go horseback riding without Ernesto.
- C Ernesto is a city boy and Rosa is a country girl. Ernesto thought they would have a lot in common, but came to understand that their worlds were different. Rosa wanted Ernesto to join her as she hiked up a mountain, swam in a lake, and went horseback riding.
- D Rosa came to stay with Ernesto in July. She was surprised to learn he lived in a part of New York called Brooklyn and not in Manhattan. She was also disappointed because all he wanted to do was hang out in his neighborhood.

Read the passage. Then answer the questions that follow.

Hog Wild Over Video Games

by Moesha Harper

1 Do you like playing video games? If so, then you have something in common with a certain four-legged barnyard animal. Pigs are some of the smartest animals on earth. They are smarter than dogs and as intelligent as a three-year-old human child. They are so smart, in fact, they can even learn how to play simple video games.

2 Dr. Stanley Curtis, an animal sciences researcher at Penn State University, ran an experiment in which he trained pigs to play video games by controlling a joystick with their snouts and teeth. First, over a period of several weeks, Curtis taught the pigs to use the joystick and then to mentally connect the movement of the joystick to the motion of the cursor on screen. Once they understood how to move the cursor, teaching them to play games was easy. Curtis said the pigs got the point within minutes, learning at a rate as fast as chimpanzees.

3 One of the games the pigs played was a matching game. The pigs' job was to move a single shape across the monitor so that it touched the matching shape on the other side of the screen. They also learned to play an identification game. The pigs were first shown one shape. Then they were shown that same shape along with a new shape. In just a handful of tries, they were able to use the cursor to tell apart the new shape from the shape they had already seen.

4 Curtis and his research team used candy to reward the pigs for playing the games correctly. When the pigs were successful, a bell rang to alert the pig that a treat was on its way. The treat would then fall through a tube for the pig to gobble up.

5 Not only did the pigs take to the games quickly, they actually seemed to enjoy them. Or at the very least, they looked forward to their sugary reward for playing. When the experiment was underway, Curtis said that the pigs actually begged to play the games, pushing to be first out of their pens so they could hurry up the ramp and start playing.

6 But why teach pigs how to play video games in the first place? Curtis believes that by finding out more about how pigs' minds work, people will be able to take better care of them. Eventually, Curtis hopes to help pigs learn a simple language by teaching them to recognize symbols that stand for objects. That way, humans and pigs could communicate with each other directly.

7 As of now, researchers have shown pigs how to turn on the heat if their barn gets too cold and to turn it back off if they get too hot. Perhaps someday, people will be able to ask pigs about what kinds of living quarters make them most content—or even about what kinds of video games they like playing best.

- 9** What can the reader infer from the information in paragraph 2?
- A** The pigs only wanted to play the games to earn candy.
 - B** Animal researchers worked with the pigs for several years.
 - C** The shapes used in the matching game were all the same shape.
 - D** Chimpanzees have also been taught how to play video games.

- 10** Read this sentence from the passage.

They also learned to play an identification game.

The word "identification" in this sentence **most closely** means

- A** challenging
 - B** recognizing
 - C** amusing
 - D** pronouncing
- 11** How does the information in paragraph 4 help to develop the passage?
- A** It identifies the types of foods the pigs enjoyed as treats.
 - B** It demonstrates how smart pigs are compared to other animals.
 - C** It describes the laboratory in which the scientists worked.
 - D** It explains how the scientists rewarded the pigs for playing the game.

- 12** The author claims that the pigs enjoyed playing the video games. Which sentence **best** supports this claim?
- A** "First, over a period of several weeks, Curtis taught the pigs to use the joystick and then to mentally connect the movement of the joystick to the motion of the cursor on screen."
 - B** "In just a handful of tries, they were able to use the cursor to tell apart the new shape from the shape they had already seen."
 - C** "When the experiment was underway, Curtis said that the pigs actually begged to play the games, pushing to be first out of their pens so they could hurry up the ramp and start playing."
 - D** "Curtis believes that by finding out more about how pigs' minds work, people will be able to take better care of them."

- 13** How did learning to use a joystick help the pigs in the experiment?
- A** The pigs developed eye-snout coordination when they used the joystick.
 - B** By using the joystick, the pigs found hidden treasures.
 - C** The pigs increased their learning rate when they used the joystick.
 - D** By using the joystick, the pigs were able to play the game.

- 14** Which statement is **best** supported by information in the passage?
- A** Pigs prefer joysticks to regular game pads.
 - B** Pigs are smarter than dogs and chimpanzees.
 - C** Pigs can recognize and match simple shapes.
 - D** Pigs can play video games as well as human children.

- 15** A central idea of the text is that pigs can learn to play video games. Which **best** restates a second central idea?
- A** Someday this research may lead to direct communication between humans and pigs.
 - B** Pigs can be taught a variety of games, which can increase their intelligence.
 - C** Researchers have not yet found a practical use for this discovery.
 - D** Pigs can learn how to recognize symbols that most children cannot recognize.

- 16** Which **best** describes the author’s purpose for writing “Hog Wild Over Video Games”?
- A** to prove that pigs are smarter than dogs and small children
 - B** to entertain readers with descriptions of pigs playing video games
 - C** to inform readers about interesting research in animal behavior
 - D** to argue that scientific research on animals should be stopped

Read the passage. Then answer the questions that follow.

P. G. Wodehouse's novels follow the adventures of Bertram "Bertie" Wooster, an English gentleman, and Jeeves, his butler. In this excerpt, Bertie receives several urgent telegrams from his aunt Dahlia Travers and seeks Jeeves's help to know how to respond.

from *Right Ho, Jeeves*

Excerpts from Right Ho, Jeeves by P. G. Wodehouse, published by Hebert Jenkins Ltd. (1922).

1 The first of the telegram¹ arrived shortly after noon, and Jeeves brought it in. . . . It was from my Aunt Dahlia, operating from Market Snodsbury, a small town of sorts a mile or two along the main road as you leave her country seat.

2 It ran as follows:

3 *Come at once. Travers.*

4 And when I say it puzzled me like the dickens, I am understating it; if anything. As mysterious a communication, I considered, as was ever flashed over the wires . . . I read it backwards. I read it forwards. As a matter of fact, I have a sort of recollection of even smelling it. But it still baffled me.

5 Consider the facts, I mean. It was only a few hours since this aunt and I had parted, after being in constant association for nearly two months. And yet here she was . . . pleading for another reunion. Bertram Wooster is not accustomed to this gluttonous² appetite for his society. Ask anyone who knows me, and they will tell you that after two months of my company, what the normal person feels is that that will about do for the present. Indeed, I have known people who couldn't stick it out for more than a few days.

6 Before sitting down to the well-cooked, therefore, I sent this reply:

7 *Perplexed. Explain. Bertie.*

8 To this I received an answer during the after-luncheon sleep:

9 *What on earth is there to be perplexed about. . .? Come at once. Travers.*

10 . . .[A] couple of turns about the room, and I had my response ready:

11 *How do you mean come at once? Regards. Bertie.*

12 I append the comeback:

13 *I mean come at once. . . . What did you think I meant? Come at once or expect an aunt's curse first post tomorrow. Love. Travers.*

14 I then dispatched the following message, wishing to get everything quite clear:

15 *When you say "Come" do you mean "Come to Brinkley Court"? And when you say "At once" do you mean "At once"? Fogged. At a loss. All the best. Bertie.*

¹ **telegram:** a form of written long-distance communication, most popular before the invention of the telephone

² **gluttonous:** hungry for more

16 I sent this one off on my way to the Drones, where I spent a restful afternoon throwing cards into a top-hat with some of the better element. Returning in the evening hush, I found the answer waiting for me:

17 *Yes, yes, yes, yes, yes, yes, yes. It doesn't matter whether you understand or not. You just come at once, as I tell you, and for heaven's sake stop this back-chat. Do you think I am made of money that I can afford to send you telegrams every ten minutes. Stop being a fathead and come immediately. Love. Travers.*

18 It was at this point that I felt the need of getting a second opinion. I pressed the bell.

19 "Jeeves, . . . Read these," I said, handing him the papers in the case.

20 He scanned them.

21 "What do you make of it, Jeeves?"

22 "I think Mrs. Travers wishes you to come at once, sir."

23 "You gather that too, do you?"

24 "Yes, sir."

25 "I put the same construction on the thing. But why, Jeeves? Dash it all, she's just had nearly two months of me."

26 "Yes, sir."

27 "And many people consider the medium dose for an adult two days."

28 "Yes, sir. I appreciate the point you raise. Nevertheless, Mrs. Travers appears very insistent. I think it would be well to acquiesce³ in her wishes."

29 "Pop down, you mean?"

30 "Yes, sir."

31 "Well, I certainly can't go at once. I've an important conference on at the Drones tonight. Pongo Twistleton's birthday party, you remember."

32 "Yes, sir." . . .

33 "Well, anyway, returning to the agenda⁴, I can't go down to Brinkley Court or anywhere else yet awhile. That's final. I'll tell you what, Jeeves. Give me form and pencil, and I'll wire her that I'll be with her some time next week or the week after. Dash it all, she ought to be able to hold out without me for a few days. It only requires will power."

34 "Yes, sir."

35 "Right ho, then. I'll wire 'Expect me tomorrow fortnight'⁵ or words to some such effect. That ought to meet the case. Then if you will toddle round the corner and send it off, that will be that."

36 "Very good, sir."

37 And so the long day wore on till it was time for me to dress for Pongo's party.

³ **acquiesce:** agree

⁴ **agenda:** plan, task at hand

⁵ **fortnight:** two weeks. In this case, Bertie Wooster plans to tell Aunt Dahlia that he will come to Brinkley Court two weeks from tomorrow.

38 . . . It was well after four when I got home, and by that time I was about ready to turn in. I can just remember groping for the bed and crawling into it, and it seemed to me that the lemon had scarcely touched the pillow before I was aroused by the sound of the door opening.

39 I was barely ticking over, but I contrived to raise an eyelid.

40 “Is that my tea, Jeeves?”

41 “No, sir. It is Mrs. Travers.”

42 And a moment later there was a sound like a mighty rushing wind, and the relative had crossed the threshold at fifty m.p.h. under her own steam.

17 What does Bertie mean by “conference” in paragraph 31?

- A** social gathering
- B** business meeting
- C** political meeting
- D** trade gathering

18 How might the story be different if Mrs. Travers were the narrator?

- A** Readers would know what both she and Bertie are thinking.
- B** Readers would see exactly what she wrote in her telegrams.
- C** Readers would see why Bertie is unwilling to go to her.
- D** Readers would know why she wants to see Bertie so badly.

19 Which theme is expressed in the story?

- A** Family relationships can be challenging.
- B** Work is more important than play.
- C** Friendship is worth more than money.
- D** Time is valuable and should not be wasted.

20 One central idea of the story is that some people who feel very important do very little work. Which event from the story develops this idea?

- A** Mrs. Travers wants to see Bertie right away though she's just left him.
- B** Bertie and Mrs. Travers exchange several telegrams in one day.
- C** Bertie throws cards into a top-hat instead of going to Mrs. Travers.
- D** Bertie and Jeeves discuss the meaning of Mrs. Travers's telegrams.

21 Which words in a telegram from the story suggest that Bertie really does know what his aunt wants but doesn't want to do it?

- A** "Come at once."
- B** "What on earth is there to be perplexed about . . .?"
- C** "How do you mean come at once?"
- D** "And when you say 'At once' do you mean 'At once'?"

22 Which of the following character's actions contributes the **most** to the way the story progresses?

- A** Mrs. Travers has recently returned home after visiting Bertie only a few days before the story begins.
- B** Bertie repeatedly responds to Mrs. Travers's telegrams acting as if he doesn't understand what she wants.
- C** Bertie asks Jeeves whether he is correct in assuming that Mrs. Travers wants him to visit her immediately.
- D** Jeeves comes into the room and wakes Bertie a short time after Bertie returns from the Drones.

Read the passage. Then answer the questions that follow.

On June 6, 1984, President Ronald Reagan stood by a cliff at Pointe Du Hoc in Normandy, France—the same cliff that forty years earlier had been the site of one of the most important battles of World War II. His audience included many of the men who had fought in the battle. At the time the speech was delivered, the United States and the Soviet Union were engaged in a different kind of battle: the Cold War. The following selection contains highlights from President Reagan’s speech.

from “Remarks on the 40th Anniversary of D-Day”

by Ronald Reagan, “Speech at Pointe de Hoc,” June 6, 1984.

1 We’re here to mark that day in history when the Allied armies joined in battle to reclaim this continent to liberty. For four long years, much of Europe had been under a terrible shadow. Free nations had fallen, Jews cried out in the camps, millions cried out for liberation. Europe was enslaved and the world prayed for its rescue. Here, in Normandy, the rescue began. Here, the Allies stood and fought against tyranny, in a giant undertaking unparalleled in human history.

2 We stand on a lonely, windswept point on the northern shore of France. The air is soft, but forty years ago at this moment, the air was dense with smoke and the cries of men, and the air was filled with the crack of rifle fire and the roar of cannon. At dawn, on the morning of the 6th of June, 1944, two hundred and twenty-five Rangers jumped off the British landing craft and ran to the bottom of these cliffs.

3 Their mission was one of the most difficult and daring of the invasion: to climb these sheer and desolate cliffs and take out the enemy guns. The Allies had been told that some of the mightiest of these guns were here, and they would be trained on the beaches to stop the Allied advance.

4 The Rangers looked up and saw the enemy soldiers at the edge of the cliffs, shooting down at them with machine guns and throwing grenades. And the American Rangers began to climb. They shot rope ladders over the face of these cliffs and began to pull themselves up. When one Ranger fell, another would take his place. When one rope was cut, a Ranger would grab another and begin his climb again. They climbed, shot back, and held their footing. Soon, one by one, the Rangers pulled themselves over the top, and in seizing the firm land at the top of these cliffs, they began to seize back the continent of Europe. Two hundred and twenty-five came here. After two days of fighting, only ninety could still bear arms. . . .

5 It’s fitting to remember here the great losses also suffered by the Russian people during World War II. Twenty million perished, a terrible price that testifies to all the world the necessity of ending war. I tell you from my heart that we in the United States do not want war. We want to wipe from the face of the earth the terrible weapons that man now has in his hands. And I tell you, we are ready to seize that beachhead. We look for some sign from the Soviet Union that they are willing to move forward, that they share our desire and love for peace, and that they will give up the ways of conquest. There must be a changing there that will allow us to turn our hope into action.

6 We will pray forever that someday that changing will come. But for now, particularly today, it is good and fitting to renew our commitment to each other, to our freedom, and to the alliance that protects it.

7 We're bound today by what bound us 40 years ago, the same loyalties, traditions, and beliefs. We're bound by reality. The strength of America's allies is vital to the United States, and the American security guarantee is essential to the continued freedom of Europe's democracies. We were with you then; we're with you now. Your hopes are our hopes, and your destiny is our destiny.

8 Here, in this place where the West held together, let us make a vow to our dead. Let us show them by our actions that we understand what they died for. . . . Strengthened by their courage and heartened by their valor and borne by their memory, let us continue to stand for the ideals for which they lived and died.

23 One central idea of paragraphs 1–4 of the speech is that the invasion of Normandy was one of the most dangerous missions of the war. Which of the following **most clearly** restates another central idea of these paragraphs?

- A** The invasion of Normandy began at dawn and only ended when the war was over.
- B** The American Rangers used expert skills to climb the cliffs at Normandy.
- C** The war had been raging for four years when the Allied armies joined the battle.
- D** The invasion of Normandy was a turning point that helped the Allies reclaim Europe.

24 Read this sentence from paragraph 5 of the speech.

And I tell you, we are ready to seize that beachhead.

President Reagan uses language such as “seize that beachhead” to emphasize

- A** America's willingness to fight for peace
- B** America's recognition of the necessity of war
- C** America's resistance to the reality of war
- D** America's prediction of a return to Normandy

25 Despite strong opposition, the American Rangers were willing to climb the cliff at Normandy because

- A** they could hear the crack of rifle fire
- B** they were fighting for freedom in Europe
- C** they were fighting for an alliance with Russia
- D** they could see the terrible shadow above them

Go On

26

How does President Reagan distinguish his position as leader of the United States from positions that may be held by the leaders of the Soviet Union?

- A through a contrast between American people and Russian people, making clear that the people of the Soviet Union have not suffered as much as the American people
- B by the use of proper nouns such as "Normandy," "France," and "Europe"
- C by the use of the pronouns "I," "we," and "us" to refer to the United States, and the pronoun "they" to refer to the Soviet Union
- D through a description of the problem of tyranny and various solutions

27

Which statement is **most strongly** supported by evidence in the speech?

- A Many nations in Europe had fallen quickly to enemy soldiers.
- B American Rangers suffered great losses during the invasion of Normandy.
- C Alliance with the United States is essential for continued freedom in Europe.
- D Remembering events from the past helps guarantee that they will not be repeated.

28

Which statement **best** expresses the most important ideas in President Reagan's speech?

- A People are always willing to fight for liberty, and people in Europe were no exception during World War II.
- B It is time to recognize that the Russian people suffered great losses in World War II and to appeal to them to commit to peace.
- C It is time to honor those who fought for freedom at Normandy and to acknowledge that ongoing freedom requires commitment.
- D Countries always suffer losses in wartime, and the losses to both America and Britain at Normandy were considerable.

Read the passage. Then answer the questions that follow.

3D Printing? Make Mine a Mollusc

by Russell Garwood, *The Conversation*

1 When you think 3D you probably imagine the cinema and popcorn. . . . What you probably don't think—unless you're a particular breed of palaeontologist—is molluscs. And certainly not printing them out in 3D.

2 But this practice, strange as it seems, is becoming increasingly common, with some startling applications.

3 A recent study by University of Texas researcher Jakob Vinther and colleagues is a wonderful example of the high-tech tools many modern palaeontologists use to understand fossils.

4 This study, on a primitive group of molluscs, employs a number of different techniques—traditional observation, high resolution CT scanning, computer reconstruction and DNA-based dating methods—to better understand the evolutionary relationships and biology of this fossil group. And, yes, some 3D printing.

The animals

5 Vinther and colleagues describe a new species in an extinct group called the multiplacophorans. These are molluscs (a larger group that includes mussels, squid and snails) which had a shell on their back, split into 17 plates.

6 These plates sat on the soft parts of the animal—a thick, leathery mantle, which had many smaller hard plates or spines embedded around the edge. The fossil used by Vinther and team is a 390 million year-old specimen from Ohio.

7 The researchers used the anatomy of the creature, combined with DNA-based dating, to suggest the fossil—and the group to which it belongs—is most closely related to a living group called the chitons (or polyplacophorans) but is not a true member of that group.

8 From this they surmise some of the similarities between the groups must have evolved separately—they are an example of convergent evolution, when similar selective pressures result in animals independently evolving similar traits.

9 One of the tools the authors used to understand these creatures—and reach these results—is X-ray micro-tomography (μ CT¹)—a high resolution form of CT scanning.

The technique

10 μ CT is a powerful and increasingly mainstream tool employed by palaeontologists to study 3D fossils. While the majority of fossils aren't preserved in 3D, those that are can often prove difficult to study—bits of the animal can remain buried in the rock.

11 μ CT is a non-destructive, X-ray based technique that helps overcome such limitations. By taking a large number of X-rays (or projections) of a specimen as it rotates, μ CT can create a series of slices, or a 3D volume, which maps the interactions between different materials and X-rays.

12 This allows a digital 3D model to be created.

¹ μ CT: the Greek symbol μ , pronounced “mu,” is often used as an abbreviation for “micro” in scientific writing.

Go On

13 The mollusc fossil studied by Vinther and colleagues wasn't perfectly formed. When the creature died and rotted its plates separated, leaving a disjointed fossil. After creating a 3D digital model (including portions of the plates which were buried in rock) they used software to reassemble the disarticulated fossil.

14 And that's not all. . . .

The reconstruction

15 Vinther and colleagues made further moves to understand the long-dead creature by creating a physical reconstruction. First they used a 3D printer to create a physical representation of the digital model.

16 This piece of kit is a machine that takes the digital files that record the fossil's 3D anatomy and uses them to build a solid model of the organism.

17 This technique comes in many flavours, but the type palaeontologists use usually involves plastics or resins, either liquid or powder in form. The material is then fused to create a solid object in the correct shape, most commonly using lasers.

18 The end product is a physical 3D model—in this case a reassembled multiplacophoran, twelve-times larger than the original. The final stage of this process was to create a realistic recreation of the animal in life, which was done by hand, with clay, plastic and lots of paint.

The future

19 In the last decade palaeontologists have been applying X-ray techniques, and the other methods mentioned above, to a wide range of creatures, from the tiny earliest preserved living animals to more recent, and far larger, dinosaurs.

20 Clearly, using such techniques can help us better understand fossils. Through resolving their anatomy in full, helping us recover body parts from the rock and sometimes even allowing us to see their internal organs, the methods now being mastered are giving us a clearer picture of extinct animals' biology.

21 As the study by Vinther and colleagues admirably shows, we can also gain a clearer picture of those creatures' evolutionary relationships, and we can see long-dead organisms in almost as much detail as if they were alive today.

22 Now, surely that beats a trip to the cinema. . . .

29 Read the following sentence from the passage.

Through resolving their anatomy in full, helping us recover body parts from the rock and sometimes even allowing us to see their internal organs, the methods now being mastered are giving us a clearer picture of extinct animals' biology.

The word "resolving" in this sentence **most closely** means

- A** drawing on
- B** concluding
- C** promising
- D** making clear

30 Which sentence from the text reveals that the advanced technologies described in the passage were not the only methods the scientists used to study the animals?

- A** "A recent study by University of Texas researcher Jakob Vinther and colleagues is a wonderful example of the high-tech tools many modern palaeontologists use to understand fossils."
- B** "After creating a 3D digital model (including portions of the plates which were buried in rock) they used software to reassemble the disarticulated fossil."
- C** "The final stage of this process was to create a realistic recreation of the animal in life, which was done by hand, with clay, plastic and lots of paint."
- D** "In the last decade palaeontologists have been applying X-ray techniques, and the other methods mentioned above, to a wide range of creatures, from the tiny earliest preserved living animals to more recent, and far larger, dinosaurs."

31 How has the technology described in the passage influenced the work of palaeontologists?

- A** The techniques have allowed them to make movies about the fossils they discover.
- B** The techniques have allowed them to turn every fossil that has ever been discovered into a 3D model.
- C** The techniques have allowed them to see the bodies of extinct animals more clearly than ever before.
- D** The techniques have allowed them to scan fossils without having to dig them up.

- 32** The passage states that the extinct creatures being studied are similar to a group of living creatures, but they are not a part of that group. Which of the author's claims is supported by this statement?
- A** The extinct creatures and the living creatures are molluscs, a group that includes mussels, squid, and snails.
 - B** The scientists studying the extinct creatures used a fossil from Ohio that is over 390 million years old.
 - C** The fossils of the extinct creatures are difficult to study because they are buried in rock and cannot be removed without tearing the fossil apart.
 - D** The extinct creatures developed some of the same features as the living creatures because both groups were exposed to the same kinds of conditions.

- 33** Based on information in the passage, with which of the following statements would the author **most likely** agree?
- A** Though people think of 3D as the technology that makes movies come to life, the concept also has important scientific applications.
 - B** Studying living creatures is the best way to learn about the physical features of creatures that have been extinct for millions of years.
 - C** X-ray micro-tomography will soon be replaced by more advanced forms of technology.
 - D** Looking at fossils is enough to learn everything there is to know about extinct creatures.

- 34** Which statement **best** summarizes the information the author gives about the extinct animals being studied?
- A** The animals had a thick, leathery mantle surrounding their soft parts. The leathery mantle had many smaller hard plates or spines embedded around the edge.
 - B** The animals were molluscs from an extinct group called multiplacophorans, related to a living group called chitons. They had multi-part shells on their backs surrounding the soft parts of their bodies.
 - C** The animals were called multiplacophorans or polyplacophorans. Today, the group of animals called multiplacophorans is part of a larger group of animals including mussels, squids, and snails.
 - D** The animals are related to living molluscs called polyplacophorans. The extinct animals are not a true member of the group.

Read the poem. Then answer the questions that follow.

On the Grasshopper and Cricket

by John Keats

from *The poetical works of John Keats, ed. by W.T. Arnold,*
published by Kegan Paul, Trench & Company, 1884.

The poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead;
5 That is the Grasshopper's—he takes the lead
In summer luxury,—he has never done
With his delights; for when tired out with fun
He rests at ease beneath some pleasant weed.
The poetry of earth is ceasing never:
10 On a lone winter evening, when the frost
Has wrought a silence, from the stove there shrills
The Cricket's song, in warmth increasing ever,
And seems to one in drowsiness half lost,
The Grasshopper's among some grassy hills.

35 Read this line from "On the Grasshopper and Cricket."

When all the birds are faint with the hot sun,

The speaker means that the birds are

- A** ill
- B** weak
- C** afraid
- D** fallen

Go On

36 Which line or lines from the poem states the theme of “On the Grasshopper and Cricket”?

- A** “. . . a voice will run
From hedge to hedge about the new-mown mead;”
- B** “He rests at ease beneath some pleasant weed.”
- C** “The poetry of earth is ceasing never:”
- D** “And seems to one in drowsiness half lost,
The Grasshopper’s among some grassy hills.”

37 What is the impact of the repetition of the word “hedge” in line 4 of the poem?

- A** It illustrates how the Grasshopper moves from one place to another while singing his song.
- B** It tells the reader how the Grasshopper always hides from the hot sun, staying in trees with the birds.
- C** It shows how the Grasshopper moves as he is resting beneath a weed, tired out from singing.
- D** It helps the reader imagine all the different places the Grasshopper might be hiding as he sings.

38 In lines 9 through 14, how does the speaker link the Cricket to the Grasshopper?

- A** He says that the Cricket’s sound makes him think of the Grasshopper’s sound.
- B** He refers to frost when talking about both the Cricket and the Grasshopper.
- C** He says that both the Cricket and the Grasshopper rest beneath weeds in the summer.
- D** He says that the Cricket is having fun in winter, just as the Grasshopper did in summer.

39 Which line signals a major change in the focus of the sonnet?

- A** "From hedge to hedge about the new-mown mead;"
- B** "That is the Grasshopper's—he takes the lead"
- C** "On a lone winter evening, when the frost"
- D** "The Cricket's song, in warmth increasing ever,"

40 According to the poem, the Grasshopper is **most** like

- A** a hard worker
- B** a carefree entertainer
- C** a talented poet
- D** a lazy bird

41 Who does the poem describe as "one in drowsiness half lost"?

- A** the Grasshopper
- B** the Cricket
- C** the frost
- D** the speaker

42 Which of the following statements **best** summarizes "On the Grasshopper and Cricket"?

- A** In summer, the Grasshopper makes life pleasant, and in winter, the Cricket takes his place.
- B** In summer, the Grasshopper never stops enjoying the beautiful warm weather.
- C** Poetry never ends because somebody is always writing about the Cricket or the Grasshopper.
- D** In winter and summer, even the tiniest creatures want to be either warm or cool.

STOP

Read the passage. Then answer the questions that follow.

Charles Dickens' novel *Oliver Twist* tells the story of an orphan boy in 19th century London. In this excerpt, Oliver is moved from the orphanage where he has lived since birth to labor in a public workhouse.

from *Oliver Twist*

Excerpts from Oliver Twist: Two Volumes in One by Charles Dickens, published by Hurd and Houghton, 1874.

1 Oliver Twist's ninth birthday found him a pale, thin child, somewhat diminutive in stature, and decidedly small in circumference. But nature or inheritance had implanted a good sturdy spirit in Oliver's breast. It had had plenty of room to expand, thanks to the spare diet of the establishment; and perhaps to this circumstance may be attributed his having any ninth birth-day at all. Be this as it may, however, it was his ninth birthday; and he was keeping it in the coal-cellar with a select party of two other young gentleman . . . when Mrs. Mann, the good lady of the house, was unexpectedly startled by the apparition of Mr. Bumble, the beadle¹, striving to undo the wicket of the garden-gate.

2 "Goodness gracious! Is that you, Mr. Bumble, sir?" said Mrs. Mann, thrusting her head out of the window in well-affected ecstasies of joy. . . .

3 Now, Mr. Bumble was a fat man, and a choleric²; so, instead of responding to this open-hearted salutation in a kindred spirit, he gave the little wicket a tremendous shake, and then bestowed upon it a kick which could have emanated from no leg but a beadle's.

4 "Lor, only think," said Mrs. Mann, running out,—for the three boys had been removed by this time,—“only think of that! That I should have forgotten that the gate was bolted on the inside, on account of them dear children! Walk in sir; walk in, pray, Mr. Bumble, do, sir.”

5 Although this invitation was accompanied with a curtsy that might have softened the heart of a church-warden, it by no means mollified the beadle.

6 "Do you think this respectful or proper conduct, Mrs. Mann," inquired Mr. Bumble, grasping his cane, "to keep the parish officers a waiting at your garden-gate, when they come here upon porochial³ business with the porochial orphans? Are you aweer, Mrs. Mann, that you are, as I may say, a porochial delegate, and a stipendiary⁴?"

7 "I'm sure Mr. Bumble, that I was only a telling one or two of the dear children as is so fond of you, that it was you a coming," replied Mrs. Mann with great humility.

¹ **beadle**: a parish (village) peace officer

² **choleric**: ill-tempered

³ **porochial**: Mr. Bumble's pronunciation of the word *parochial*, which means having to do with a parish or village

⁴ **stipendiary**: someone who receives a stipend, or salary, for performing a service (in Mrs. Mann's case, providing a home for orphaned children)

8 Mr. Bumble had a great idea of his oratorical⁵ powers and his importance. He had displayed the one, and vindicated the other. He relaxed.

9 “Well, well, Mrs. Mann,” he replied in a calmer tone; “it may be as you say; it may be. Lead the way in, Mrs. Mann, for I come on business, and have something to say.” . . .

10 “And now about business,” said the beadle, taking out a leathern pocket-book. “The child that was half-baptized Oliver Twist, is nine year old to-day.”

11 “Bless him!” interposed Mrs. Mann, inflaming her left eye with the corner of her apron.

12 “And notwithstanding a offered reward of ten pound, which was afterwards increased to twenty pound. Notwithstanding the most superlative, and, I may say, supernat’ral exertions on the part of this parish,” said Bumble, “we have never been able to discover who is his father, or what was his mother’s settlement, name, or condition.”

13 He . . . added, “Oliver being now too old to remain here, the board have determined to have him back into the house. I have come out myself to take him there. So let me see him at once.”

14 “I’ll fetch him directly,” said Mrs. Mann, leaving the room for that purpose. Oliver, having had by this time as much of the outer coat of dirt which encrusted his face and hands, removed, as could be scrubbed off in one washing, was led into the room by his benevolent⁶ protectress.

15 “Make a bow to the gentleman, Oliver,” said Mrs. Mann.

16 Oliver made a bow, which was divided between the beadle on the chair, and the cocked hat on the table.

17 “Will you go along with me, Oliver?” said Mr. Bumble, in a majestic voice.

18 Oliver was about to say that he would go along with anybody with great readiness, when, glancing upward, he caught sight of Mrs. Mann, who had got behind the beadle’s chair, and was shaking her fist at him with a furious countenance. He took the hint at once, for the fist had been too often impressed upon his body not to be deeply impressed upon his recollection.

19 “Will she go with me?” inquired poor Oliver.

20 “No, she can’t,” replied Mr. Bumble. “But she’ll come and see you sometimes.”

21 This was no very great consolation to the child. With the slice of bread in his hand, and the little brown-cloth parish cap on his head, Oliver was then led away by Mr. Bumble from the wretched home where one kind word or look had never lighted the gloom of his infant years. And yet he burst into an agony of childish grief, as the cottage-gate closed after him. Wretched as were the little companions in misery he was leaving behind, they were the only friends he had ever known; and a sense of his loneliness in the great wide world, sank into the child’s heart for the first time.

⁵ **oratorical**: having to do with speechmaking

⁶ **benevolent**: usually means harmless, but in this case the word is used in irony to point out that Mrs. Mann tries to appear harmless but in reality treats Oliver cruelly

43 Read this sentence from the passage.

Although this invitation was accompanied with a curtsy that might have softened the heart of a church-warden, it by no means mollified the beadle.

Which of these **best** describes the meaning of the phrase “softened the heart” in this sentence?

- A** amused
- B** removed the anger
- C** comforted
- D** gave a heart attack

44 Why does Mr. Bumble visit Oliver in the orphanage?

- A** Oliver is too old to stay in the orphanage, so Mr. Bumble must place him elsewhere.
- B** Mr. Bumble has information about Oliver’s parents, and he came to tell Oliver.
- C** Mr. Bumble knows Mrs. Mann is unkind to Oliver, so he wants to help him.
- D** Oliver is having a birthday party, and Mr. Bumble comes to celebrate.

45 Read this sentence from paragraph 21.

And yet he burst into an agony of childish grief, as the cottage-gate closed after him.

Why does Oliver feel grief?

- A** because he is leaving behind his only friends
- B** because he does not want to go to work
- C** because he is afraid of Mr. Bumble
- D** because his birthday party is interrupted

46 If Oliver were the narrator of the story, how would it be different?

- A** It would include more details about Mrs. Mann's thoughts.
- B** The reader would learn who Oliver's parents are.
- C** It would include more details about Oliver's feelings.
- D** The reader would learn more about Mr. Bumble's job.

47 One of the central ideas in the passage is that Mrs. Mann is unkind to the children. Which sentence from the passage **best** supports that idea?

- A** "'Lor, only think,' said Mrs. Mann, running out,—for the three boys had been removed by this time,—'only think of that!'"
- B** "'Bless him!' interposed Mrs. Mann, inflaming her left eye with the corner of her apron.
- C** "Oliver, having had by this time as much of the outer coat of dirt which encrusted his face and hands, removed, as could be scrubbed off in one washing, was led into the room by his benevolent protectress."
- D** "He took the hint at once, for the fist had been too often impressed upon his body not to be deeply impressed upon his recollection."

48 Read this summary of the passage.

Oliver Twist lives in a dismal orphanage run by Mrs. Mann. Though there was a twenty pound reward for information, no one knows anything about Oliver's parents. Gruff Mr. Bumble, a parish officer, comes to take Oliver away to the workhouse. Though Oliver is glad to leave Mrs. Mann, he is sad to leave the only home he has ever known.

Which sentence should be removed from the summary?

- A** Oliver Twist lives in a dismal orphanage run by Mrs. Mann.
- B** Though there was a twenty pound reward for information, no one knows anything about Oliver's parents.
- C** Gruff Mr. Bumble, a parish officer, comes to take Oliver away to the workhouse.
- D** Though Oliver is glad to leave Mrs. Mann, he is sad to leave the only home he has ever known.

Go On

Read the passage. Then answer the questions that follow.

Australian engineer and writer Stuart Khan argues for the adoption of “decimal time,” in which units of time are divided into decadays, centadays, and millidays instead of hours, minutes, and seconds. While the United States continues to use pounds, gallons, and miles, Australia has already adopted the metric system to measure weights, volumes, and distances. Khan believes it is only a matter of time before Australia adopts the metric system of time, too.

The Hour’s Final Hour: It’s Time for the Decimal Day

by Stuart Khan, The Conversation

1 Australia gave up years ago on the prehistoric systems of gallons, miles and pounds. But like the rest of the world, we cling like apes to hours, minutes and seconds.

2 What fundamental law of the universe says we must divide our days into 24 equal parts? And then why must we divide these parts by 60 and then 60 again?

3 I hereby declare our anachronistic “diurnal” time system broken and in need of urgent repair. Life in the 21st century is complex enough without requiring awkward mental divisions for what should be simple calculations of everyday relevance.

4 At this stage I should probably point out that, as a senior lecturer in Environmental Engineering, I’m no expert in time, although it does dictate much of my life. And no, in case you’re wondering, I don’t own shares in an experimental watch factory.

5 So, with that cleared up, who can tell me, without the aid of a supercomputer, how much I will earn if I work for three hours and 50 minutes at an hourly rate of \$10? . . .

6 To simplify, I propose we update to a decimal time system.

7 In a decimal system, we could divide each day into ten “decadays.” A decaday would comprise 10 “centadays” or 100 “millidays”—each milliday would be 1,000 “microdays,” and so on.

8 A decimal day would reduce the mental gymnastics to simply sliding a decimal point. Future primary school graduates could answer the questions above in around 10 microdays flat.

9 They would tell you that 3.8 decadays work at \$10 per decaday earns you \$38. . . .

10 Digital watches would be reprogrammed to provide decimal times such as 8.7.2—that is, eight decadays, seven centadays and two millidays (about 8:56pm in the old system). Mechanical clocks would run at half the current speed with the digits 0 to 9 evenly spaced around the clock face.

11 With few Australians conforming strictly to the traditional 9–5 working day, now is the time to recalibrate to a new system.

12 The working day could become three decadays with a centaday break for morning tea and four centadays for lunch. It would take about a milliday to boil the jug for coffee. The definition of a late train could be rejigged without anyone noticing.

13 While we're at it, we should take the opportunity to abolish international time zones and simply accept the fact that people in different places work, sleep and play during different decadays according to their longitude.

14 Decimal time is not a recent concept. In fact it was briefly adopted during the French Revolution. Decimal clocks and watches were manufactured, but the French deciday was sadly revoked after less than two years of service.

15 As with previous conversions to decimal systems, the deciday will again have its detractors. I expect that older generations will continue to work with the old system and the middle generation will just learn to convert.

16 But younger generations will appreciate our efforts and wonder how we managed to live with the cumbersome old system for so long. . . .

17 The natural enemies of high school physics students and home accountants could be a thing of the past. In my view, we should fix time before we let another nanoday slip by.

49 Read this sentence from the article.

But like the rest of the world, we cling like apes to hours, minutes, and seconds.

The author's choice of the phrase "cling like apes" is meant to show

- A** the idea of measuring with hours, minutes, and seconds is humorous
- B** our continuing use of hours, minutes, and seconds is mindless
- C** the system of hours, minutes, and seconds was invented by apes
- D** there are strong reasons for using hours, minutes, and seconds

50 Read these sentences from the passage.

At this stage I should probably point out that, as a senior lecturer in Environmental Engineering, I'm no expert in time, although it does dictate much of my life. And no, in case you're wondering, I don't own shares in an experimental watch factory.

Why does the author include these sentences?

- A** to support his statement that the 21st century is a time of great complexity
- B** to establish common ground with readers who may not understand decimal time
- C** to make sure readers understand his motives for arguing in favor of decimal time
- D** to increase his believability as an expert on time and time-keeping

Go On

51 Read this sentence from the article.

Decimal clocks and watches were manufactured, but the French deciday was sadly revoked after less than two years of service.

The word “revoked” in this sentence **most closely** means

- A** restarted
- B** canceled
- C** chosen
- D** instituted

52 Which statement is supported by information in the article?

- A** The 24-hour day is based on a fundamental law of the universe.
- B** The 9-to-5 working day is more common in Australia than it used to be.
- C** Decimal time would use terminology similar to that used in the metric system.
- D** Decimal time has been used in several countries including Australia and France.

53 The author illustrates a major advantage of decimal time by

- A** calculating a worker’s wages using it
- B** mentioning the French Revolution’s experience with it
- C** predicting how likely it is to be adopted
- D** describing an experimental watch that would measure it

54

According to the passage, how might people react if decimal time were made official?

- A Since the new system is so different from the old system, everyone would fight the change. But once the change has been in place for some time, people would get used to it and accept it.
- B Everyone would be glad to accept the new system, but it would take time for watches and clocks to be updated everywhere. For this reason, some places would never be able to update to the new system.
- C Young people would be happy about the new system, but older generations would probably keep using the old system. Those in between would accept the new system, but it would not come as easily to them as it would to the younger generation.
- D Australians would be happy about the new system, but the rest of the world would accept it only after seeing how well it works in Australia. Some countries would never adopt the new system.

55

Why did the author **most likely** write “The Hour’s Final Hour”?

- A to show his distrust of a decision made by the scientific community
- B to pretend to argue in favor of something he is actually against
- C to illustrate changes that have occurred throughout history
- D to make a serious proposal in a humorous way

56

Which statement **best** summarizes the author’s view of decimal time?

- A Decimal time is similar to other measurement systems that have been abandoned.
- B Decimal time could be adopted within the existing system of time zones.
- C The transition to decimal time would be accepted by everyone.
- D Using decimal time would simplify many aspects of modern life.

Go On

Read the play. Then answer the questions that follow.

from the play *You Never Can Tell*

by George Bernard Shaw

from *Plays: Pleasant and Unpleasant*, published by Herbert S. Stone, 1898.

CAST OF CHARACTERS

DENTISTA young man with a dental practice

YOUNG LADYA dental patient

1 [Scene: In a dentist's operating room on a fine August morning in 1896. Not the usual tiny London den, but the best sitting room of a furnished lodging in a terrace on the sea front at a fashionable watering place. . . [A] very pretty Young Lady in miniature, her tiny figure dressed with the daintiest gaiety, is of a later generation, being hardly eighteen yet. This darling little creature clearly does not belong to the room, or even to the country; for her complexion, though very delicate, has been burnt biscuit color by some warmer sun than England's; and yet there is, for a very subtle observer, a link between them. . . . The Dentist, contemplating her with the self-satisfaction of a successful operator, is a young man of thirty or thereabouts. . . .]

2 **YOUNG LADY:** [handing him the glass¹] Thank you. [In spite of the biscuit complexion she has not the slightest foreign accent.]

3 **DENTIST:** [putting it down on the ledge of his cabinet of instruments] That was my first tooth.

4 **YOUNG LADY:** [aghast] Your first! Do you mean to say that you began practicing on me?

5 **DENTIST:** Every dentist has to begin on somebody.

6 **YOUNG LADY:** Yes: Somebody in a hospital, not people who pay.

7 **DENTIST:** [laughing] Oh, the hospital doesn't count. I only meant my first tooth in private practice. Why didn't you let me give you gas?²

8 **YOUNG LADY:** Because you said it would be five shillings³ extra.

9 **DENTIST:** [shocked] Oh, don't say that. It makes me feel as if I had hurt you for the sake of five shillings.

10 **YOUNG LADY:** [with cool insolence] Well, so you have! [She gets up.] Why shouldn't you? It's your business to hurt people. [It amuses him to be treated in this fashion: he chuckles secretly as he proceeds to clean and replace his instruments. She shakes her dress into order; looks inquisitively about her; and goes to the window.] You have a good view of the sea from these rooms! Are they expensive?

11 **DENTIST:** Yes.

12 **YOUNG LADY:** You don't own the whole house, do you?

13 **DENTIST:** No.

¹ **glass:** a hand-held mirror

² **gas:** a numbing agent that, when inhaled, relieves pain

³ **shillings:** English coins

- 14 **YOUNG LADY:** [*taking the chair which stands at the writing-table and looking critically at it as she spins it round on one leg*] Your furniture isn't quite the latest thing, is it?
- 15 **DENTIST:** It's my landlord's.
- 16 **YOUNG LADY:** Does he own that nice comfortable Bath chair? [*pointing to the operating chair*]
- 17 **DENTIST:** No. I have that on the hire-purchase system.
- 18 **YOUNG LADY:** [*disparagingly*] I thought so. [*looking about her again in search of further conclusions*] I suppose you haven't been here long?
- 19 **DENTIST:** Six weeks. Is there anything else you would like to know?
- 20 **YOUNG LADY:** [*the hint quite lost on her*] Any family?
- 21 **DENTIST:** I am not married.
- 22 **YOUNG LADY:** Of course not: Anybody can see that. I meant sisters and mother and that sort of thing.
- 23 **DENTIST:** Not on the premises.
- 24 **YOUNG LADY:** Hm! If you've been here six weeks, and mine was your first tooth, the practice can't be very large, can it?
- 25 **DENTIST:** Not as yet. [*He shuts the cabinet, having tidied up everything.*]
- 26 **YOUNG LADY:** Well, good luck! [*She takes out her purse.*] Five shillings, you said it would be?
- 27 **DENTIST:** Five shillings.
- 28 **YOUNG LADY:** [*producing a crown piece*] Do you charge five shillings for everything?
- 29 **DENTIST:** Yes.
- 30 **YOUNG LADY:** Why?
- 31 **DENTIST:** It's my system. I'm what's called a five-shilling dentist.
- 32 **YOUNG LADY:** How nice! Well, here! [*holding up the crown piece*] A nice new five-shilling piece! Your first fee! Make a hole in it with the thing you drill people's teeth with and wear it on your watch-chain.
- 33 **DENTIST:** Thank you.
-

57 Read these words from line 9 from the play.

DENTIST: [*shocked*] Oh, don't say that.

The word "shocked" in this stage direction **most closely** means

- A** amazed
- B** terrified
- C** dismayed
- D** outraged

Go On

58 What do lines 12–24 of the play reveal about the young woman?

- A** As she learns more about the dentist’s practice and surroundings, she begins to think less of him.
- B** As she learns more about the dentist’s practice and background, she comes to admire his struggle.
- C** She begins to wonder why the dentist did not choose a hospital setting for his private practice.
- D** She begins to doubt whether the dentist followed the proper procedures when removing her tooth.

59 Read the following line from the excerpt.

YOUNG LADY: [*taking the chair which stands at the writing-table and looking critically at it as she spins it round on one leg*] Your furniture isn’t quite the latest thing, is it?

What central idea of the excerpt does this line support?

- A** Dentists at the turn of the 20th century may have never removed a tooth when they opened their own practices.
- B** The dentist in the play believes that the young lady is asking him for too much information.
- C** The dentist and the young lady come from different social classes.
- D** The young lady believes that the dentist is lying about how long he has been practicing.

60 Which pair of lines from different parts of the play reveal that the characters are slightly annoyed with each other?

- A** YOUNG LADY: “Thank you.”
DENTIST: “It’s my system. I’m what’s called a five-shilling dentist.”
- B** YOUNG LADY: “You have a good view of the sea from these rooms!”
DENTIST: “Five shillings.”
- C** DENTIST: “It’s my landlord’s.”
YOUNG LADY: “Five shillings, you said it would be?”
- D** DENTIST: “Is there anything else you would like to know?”
YOUNG LADY: “Of course not: Anybody can see that.”

61 How does the description of the setting at the beginning of the play contribute to the play's meaning?

- A** It explains to the reader why the young lady needed to visit a dentist.
- B** It helps the reader more fully picture the scene taking place.
- C** It gives the reader information about the politics of the time and place.
- D** It tells the reader about the major events in the author's life.

62 The author **most clearly** reveals the two characters' differing points of view through

- A** descriptions in the Cast of Characters
- B** long lines of dialogue
- C** the detailed opening description
- D** the stage directions

63 Which statement **best** summarizes what happens in the play?

- A** A young but experienced dentist removes the tooth of a mysterious young woman. The young woman seems to be from another country.
- B** A young dentist, just starting out in private practice, treats a young woman. The two have a conversation after the dentist removes her tooth.
- C** A dentist opens an office by the sea. His office furniture belongs to his landlord, but he owns the chair his patients sit in during treatment.
- D** A dentist removes the tooth of a young woman. The young woman refuses to let him give her gas for the pain because the gas would cost extra.

STOP

Read the passages. Then answer the questions that follow.

The (Untrue) Story of John Smith and Pocahontas

by Reginald Walters

1 The love story between Captain John Smith and Pocahontas is one of the great legends of American history. It goes like this: In 1607, the fearless captain arrives in Virginia with the Jamestown settlers and is soon captured by the local Native Americans. When their chief prepares to execute the Englishman, the chief's daughter Pocahontas throws herself over him, crying out, "You'll have to kill me, too!" (Or something to that effect. Pocahontas doesn't actually speak English.)

2 Anyway, who wouldn't be smitten by such behavior? Tough guy in a foreign land finds himself rescued by a lovely young princess. Who wouldn't fall in love? The problem, say historians, is that this famous scene probably never happened. Captain Smith—brave, yes, but also a bit of a huckster and a first-class storyteller—made it up. And a couple hundred years later, some Virginians, for reasons that will be explained, conveniently decided to believe him.

3 First, though, who were John Smith and Pocahontas, really? The son of a yeoman, or farmer, Smith joined the army and fought all over Europe. As he told it, his military exploits were spectacularly heroic, and historians now actually believe him on this point. In 1607, at the age of 27, he joined 103 other Jamestown settlers, many of whom were "gentlemen," or of higher social rank than Smith. He thought he knew more about the world than they did, and he may well have, but they weren't going to accept a superior attitude from a farmer's son and a loudmouth to boot. They arrested Smith on the voyage to America, and several months after they arrived at Jamestown, they were happy to send him off on a dangerous mission into Native American territory.

4 The Indians of coastal Virginia called their land Tsenacomoco. Organized into about 30 tribes—some small, some large, some powerful, some weak—they lived in villages along the rivers, each of which was ruled by a weroance, or chief. All the tribes together, in turn, were ruled—some voluntarily, some against their will—by the paramount¹ chief, Powhatan. Living a life of riches and respect, Powhatan married many wives and produced more offspring than he could count. His favorite child, however, was undoubtedly Pocahontas. Like many in Tsenacomoco, she had more than one name: "Amonute" was one, whereas "Matoaka" was a secret personal name. "Pocahontas" was a nickname that referred to her playfulness. According to some historians, Pocahontas earned this pet name by teasing her important but aging father.

5 Pocahontas lived near her father in his capital of Werowocomoco, and she likely was there when warriors led John Smith into the village in December 1607. Having been surprised and captured after a brief skirmish, Smith probably had dust, dirt, and even a bit of blood clotting his thick beard. One imagines him afraid but refusing to show it. Whatever the case, if Pocahontas was watching, she saw him disappear into Powhatan's longhouse.² What happened inside was known only to Powhatan and his advisers, who did not write historical accounts, and Smith, who did. Seventeen years later, Smith wrote that Powhatan's men grabbed him and forced him to the floor, where they planned to beat him with their clubs. Then, "Pocahontas, the King's dearest daughter," took "his head in her arms, and laid her own upon his to save him from death."

¹ **paramount:** most important

² **longhouse:** a long, wooden multifamily house used by various Native American tribes in the eastern regions of North America

6 Most historians who study the Virginia Indians doubt this version of events, however. Pocahontas, then about 11 years old, probably was not allowed inside the longhouse for such an important event. (More likely, she was busy helping to prepare a feast.) Instead, historians think that Powhatan performed a ritual—one that perhaps frightened Smith—meant to ceremonially adopt the Englishman. Rather than kill Smith, the paramount chief hoped to bring him into the family, to claim the Englishman’s power as his own. Anyway, Smith’s story changed many times over the years. In a letter written soon after his capture, Smith says nothing of Pocahontas. So who could really believe anything he said?

7 Virginians, that’s who. Early in the 1800s, the United States looked for stories to explain its remarkable birth. New Englanders had the best tales to tell: the Mayflower, the Pilgrims, a friendly Native American named Squanto, and, of course, the first Thanksgiving. Even though the Virginians arrived in America first, what did they have? John Smith and Pocahontas, of course! In order to outshine New England, Virginians ignored the problems with Smith’s story. Instead of a loudmouth, he became dashing. Pocahontas, meanwhile, transformed from a mischievous 11-year-old girl into a princess—despite the fact that the Indians of Tsenacomoco had no princesses.

8 The legend proved to be a hit, and no wonder. Sometimes the best history is trumped by a good story.

The following passage is an excerpt from an account that Captain John Smith wrote about his own experiences at the Jamestown colony in Virginia. In 1607, during an expedition to find food for the colony, Smith was captured by a group of Powhatan Indians. His companions were killed. The excerpt begins after Smith has been held captive for several weeks and marched from village to village. He has also participated in a strange ceremony meant to determine if his intentions toward the Powhatans are friendly or hostile. Although *The General History of Virginia* is a firsthand account, notice that the author refers to himself in the third person, as “Captain Smith” (rather than “I”).

from *The General History of Virginia* (1624)

Excerpt from History of Virginia, New England and the Summer Isles by Captain John Smith, published by MacLehose, 1907.

1 At last they brought him to the village of Werowocomoco to see Powhatan, their Emperor.¹ More than 200 grim courtiers stood staring at him as if he were a monster, till Powhatan and his attendants put on their greatest finery. Before a fire, upon a seat like a bed, he sat covered with a great robe made of raccoon skins with all the tails hanging from it. On either side of him sat young two girls of 16 or 18 years. Along each side of the house stood two rows of men, and behind them stood as many women. All their heads and shoulders were painted red, many of their heads were bedecked with white bird feathers, and they each wore a great chain of white beads about their necks. When Captain Smith was brought before the King,² all the people gave a great shout. The queen of Appomattoc³ brought him water to wash his hands, and another brought him a bunch of feathers, instead of a towel, to dry them.

2 After they had presented him with a feast in their best barbarous⁴ manner, they held a long discussion. At the end of that discussion, two great stones were brought before Powhatan. Then, as many of them as could do so grabbed Captain Smith. They dragged him to them and laid his head on the stones, ready with their clubs to beat out his brains. But Pocahontas, the King’s dearest daughter, begged them to stop. When her entreaties failed, she put his head in her arms and laid her own upon his to save him from death. Upon seeing this, the Emperor was contented that Captain Smith should live . . .

3 Two days later, Powhatan disguised himself in his most fearsome manner. He had Captain Smith brought to a large house in the woods, where he was left alone upon a mat by the fire. Not long afterward, from behind a mat that divided the house, there came the most mournful noise the Captain had ever heard. Then Powhatan appeared, looking more like a devil than a man . . . Powhatan told Captain Smith that now they were friends. He said that Smith should back go to Jamestown and send Powhatan two great guns and a millstone.⁵ In exchange, Powhatan would give him the country of Capahowasic⁶ and forever consider him his son Nantaquoud.⁷

¹ Smith calls Powhatan the “Emperor” because he was the chief of a confederacy of about 30 tribes, comprising about 14,000 Powhatan Indians. Each tribe had its own chief, but they all paid tribute to Powhatan (who was also known as Werowocomoco). The village of Werowocomoco, located about 15 miles from Jamestown, was the capital of the Powhatan Confederacy.

² **King:** Smith also refers to Powhatan as the “King.”

³ **Appomattoc:** one of the tribes in the Powhatan Confederacy. The queen of Appomattoc is the wife of the chief of that tribe.

⁴ **barbarous:** savage

⁵ **millstone:** large stone wheel used to grind grain

⁶ **Capahowasic:** nearby tribal land

⁷ **Nantaquoud:** an honorary tribal name. In other words, Powhatan is adopting Smith as his honorary son.

4 So Powhatan sent Captain Smith to Jamestown with 12 guides. That night they quartered⁸ in the woods. Every hour he still expected (as he had done throughout his imprisonment) to be put to one death or another, despite all their feasting. But almighty God (by His divine providence) had softened the hearts of those stern barbarians,⁹ giving them compassion.

5 The next morning they arrived at the Jamestown fort, where Captain Smith treated them kindly and showed Rawhunt, Powhatan's trusty servant, two small canons and a millstone to take back to Powhatan. However, they found them too heavy to carry. Smith fired the canons, which had been loaded with stones, into the boughs of a great tree covered with icicles. When the ice and branches came tumbling down, it frightened the poor savages so much that they ran away, half dead with fear. But finally they came back, and were sent home with enough presents for Powhatan and his women and children that everyone was satisfied . . .

6 Now every four or five days, Pocahontas with her attendants brought him so much food that she saved many of their lives. Otherwise, they would have starved with hunger . . .

7 He told the Jamestown settlers about the plenty he had seen, especially at Werowocomoco, and of the dignity and generosity of Powhatan (which till that time was unknown). What he told them (especially about the love of Pocahontas) so revived their dead spirits that they abandoned all their fears . . .

⁸ **quartered:** slept; camped out

⁹ **barbarians:** savages

64

In "The (Untrue) Story of John Smith and Pocahontas," how is the author's point of view different from the point of view of someone who believes the legend of Pocahontas? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

65

In “The (Untrue) Story of John Smith and Pocahontas,” the author states that “sometimes the best history is trumped by a good story.” How does the author support this line of reasoning? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

66

What does John Smith hope to achieve by writing the excerpt from *The General History of Virginia*? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

Planning Page

You may **PLAN** your writing for question 67 here if you wish, but do **NOT** write your final answer on this page. Write your final answer on pages 42 and 43.



Go On

Read the passage. Then answer the questions that follow.

The Aqua-Lung—Bringing Ocean Exploration to New Depths

by Jess Therell

1 Jacques Cousteau was an adventurer and an explorer with a passion for the ocean. He wanted not only to observe what was beneath the ocean’s surface, but also to protect it by making the public aware of its importance. For this reason, many people also view him as an environmentalist.

2 Cousteau accomplished many things during his distinguished career. He helped author dozens of books about the ocean. He made a number of films, and he led several expeditions aboard his ship, *Calypso*. The explorer even created an underwater camera. Along with an engineer by the name of Emile Gagnan, Cousteau also invented the Aqua-Lung. This was a device that could be used to breathe underwater. Perhaps the most important outcome of the creation of the Aqua-Lung was that it made it possible for more people to explore the ocean’s depths.

The Aqua-Lung—An Overview of Its Invention

3 The inspiration for the most important part of the Aqua-Lung was a regulator designed by Emile Gagnan. It was first used for car engines. Its chief feature was that it helped supply the exact amount of fuel needed for an engine to run, reducing unnecessary usage and minimizing waste.

4 Cousteau adapted Gagnan’s invention to create the “demand regulator,” the defining component of the Aqua-Lung system. The regulator is the piece that fits into the diver’s mouth. The other essential parts were tanks containing air that were strapped to the diver’s back, as well as a hose to carry air from the tank to the regulator.

5 The design of the Aqua-Lung was completed in the early 1940s. It was available for purchase in France a short time later. Within a decade, the system was being sold in several countries throughout the world.

What Made the Aqua-Lung Different?

6 The Aqua-Lung differed from most underwater devices that existed at the time in two main ways. First, it allowed divers to stay underwater for a much longer period of time. Before the invention of the Aqua-Lung, divers could only remain underwater for a matter of minutes before their air ran out. With the Aqua-Lung, that time could be extended to an hour or even more.

7 Second, it addressed the issue of air pressure. Pressure rapidly increases as water depth increases. In order to breathe without risk of harm in deep water, any inhaled air must have the same pressure as the surrounding water. The Aqua-Lung regulator automatically adjusted the pressure of the air in the tank to equalize air and water pressure, which made diving safer.

Do Cousteau and Gagnan Deserve All the Credit?

8 While Cousteau and Gagnan’s self-contained underwater breathing apparatus (SCUBA) known as the Aqua-Lung was an important new creation, it may not have been the revolutionary advancement many people seem to think. Cousteau and Gagnan built on the work of those who came before by modifying existing technologies and devices. This practice is common among inventors and scientists.

9 Support for the above claim can be found by looking at the history of ocean exploration and the devices that preceded the “invention” of the Aqua-Lung. First, it is important to note that people have always been intrigued by the ocean. Hundreds of years ago, people were already searching for ways to “breathe” underwater so they could stay beneath the surface longer and go deeper. They used hollow reeds as snorkels and wooden barrels as crude air tanks. Although these devices have little in common with the Aqua-Lung and other equipment currently on the market, they show that many people had aspirations and ideas that were similar to Cousteau’s.

10 Second, the Aqua-Lung emerged after very similar devices had already been invented. By far the most notable one was the apparatus that was developed by Captain Yves Le Prieur in 1925. The main difference between it and the Aqua-Lung was air flow. Le Prieur’s SCUBA released air constantly. The Cousteau/Gagnan device released it “on demand”—when the diver inhaled. Certainly, the world-famous Cousteau owed much of the credit for the creation of the Aqua-Lung to the comparatively unknown Le Prieur.

The Impact of the Aqua-Lung

11 Although Cousteau and Gagnan built on earlier technology, their invention did open the world of diving to more people. The Aqua-Lung made SCUBA diving simpler, safer, and accessible to the public. In the decades after the device became available, countless individuals adopted underwater diving as a hobby. Aqua-Lung is still a brand name that appears on many types of diving equipment, from regulators to masks to fins.

12 Cousteau’s greatest legacy as a conservationist may have been giving ordinary people the tools needed to view the wonders of the ocean firsthand. Movies and books can certainly show people the beauty of marine life and explain why it needs protection. However, seeing the splendor of the ocean and some of its marvels in person is likely to be much more convincing than anything that appears on a screen or in print.

68

What is the author’s purpose in writing this passage? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

69

Besides inventing the Aqua-Lung, what else did Cousteau accomplish during his career? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

Read the passages. Then answer the questions that follow.

This excerpt is from a novel called O Pioneers! by Willa Cather. The book is set in Hanover, Nebraska, between 1883 and 1890. In this passage you will meet Alexandra Bergson and Carl Linstrum, two of the novel's main characters.

Excerpt from *O Pioneers!*

Excerpts from O Pioneers! by Willa Cather, published by Houghton Mifflin Company, 1913.

1 For the first three years after John Bergson's death, the affairs of his family prospered. Then came the hard times that brought every one on the Divide to the brink of despair; three years of drought and failure, the last struggle of a wild soil against the encroaching plowshare. The first of these fruitless summers the Bergson boys bore courageously. The failure of the corn crop made labor cheap. Lou and Oscar hired two men and put in bigger crops than ever before. They lost everything they spent. The whole country was discouraged. Farmers who were already in debt had to give up their land. A few foreclosures demoralized the county. The settlers sat about on the wooden sidewalks in the little town and told each other that the country was never meant for men to live in; the thing to do was to get back to Iowa, to Illinois, to any place that had been proved habitable. The Bergson boys, certainly, would have been happier with their uncle Otto, in the bakery shop in Chicago. Like most of their neighbors, they were meant to follow in paths already marked out for them, not to break trails in a new country. A steady job, a few holidays, nothing to think about, and they would have been very happy. It was no fault of theirs that they had been dragged into the wilderness when they were little boys. A pioneer should have imagination, should be able to enjoy the idea of things more than the things themselves.

2 The second of these barren summers was passing. One September afternoon Alexandra had gone over to the garden across the draw to dig sweet potatoes—they had been thriving upon the weather that was fatal to everything else. But when Carl Linstrum came up the garden rows to find her, she was not working. She was standing lost in thought, leaning upon her pitchfork, her sunbonnet lying beside her on the ground. The dry garden patch smelled of drying vines and was strewn with yellow seed-cucumbers and pumpkins and citrons. At one end, next the rhubarb, grew feathery asparagus, with red berries. Down the middle of the garden was a row of gooseberry and currant bushes. A few tough zinnias and marigolds and a row of scarlet sage bore witness to the buckets of water that Mrs. Bergson had carried there after sundown, against the prohibition of her sons. Carl came quietly and slowly up the garden path, looking intently at Alexandra. She did not hear him. She was standing perfectly still, with that serious ease so characteristic of her. Her thick, reddish braids, twisted about her head, fairly burned in the sunlight. The air was cool enough to make the warm sun pleasant on one's back and shoulders, and so clear that the eye could follow a hawk up and up, into the blazing blue depths of the sky. Even Carl, never a very cheerful boy, and considerably darkened by these last two bitter years, loved the country on days like this, felt something strong and young and wild come out of it, that laughed at care.

3 "Alexandra," he said as he approached her, "I want to talk to you. Let's sit down by the gooseberry bushes." He picked up her sack of potatoes and they crossed the garden. "Boys gone to town?" he asked as he sank down on the warm, sun-baked earth. "Well, we have made up our minds at last, Alexandra. We are really going away."

Go On

4 She looked at him as if she were a little frightened. “Really, Carl? Is it settled?”

5 “Yes, father has heard from St. Louis, and they will give him back his old job in the cigar factory. He must be there by the first of November. They are taking on new men then. We will sell the place for whatever we can get, and auction the stock. We haven’t enough to ship. I am going to learn engraving with a German engraver there, and then try to get work in Chicago.”

6 Alexandra’s hands dropped in her lap. Her eyes became dreamy and filled with tears. Carl’s sensitive lower lip trembled. He scratched in the soft earth beside him with a stick. “That’s all I hate about it, Alexandra,” he said slowly. “You’ve stood by us through so much and helped father out so many times, and now it seems as if we were running off and leaving you to face the worst of it. But it isn’t as if we could really ever be of any help to you. We are only one more drag, one more thing you look out for and feel responsible for. Father was never meant for a farmer, you know that. And I hate it. We’d only get in deeper and deeper.”

7 “Yes, yes, Carl, I know. You are wasting your life here. You are able to do much better things. You are nearly nineteen now, and I wouldn’t have you stay. I’ve always hoped you would get away. But I can’t help feeling scared when I think how I will miss you—more than you will ever know.” She brushed the tears from her cheeks, not trying to hide them.

Women on the Lone Prairie

by Sean McCollum, Scholastic Update

1 So much of the popular history of the Wild West has focused on gunfighters and gunfights, cowboys and Indians, that it would be easy to think that the West was only about guys and guns. But the experiences of women paint a more accurate picture of America’s westward expansion. It was ordinary settlers—equipped with little more than pluck and a plow—who helped settle a desolate land.

2 The Great Plains—extending from the Missouri River in the east to the Rocky Mountains in the west, and from Canada in the north to the Texas Panhandle in the south—was one of the toughest, most inhospitable regions of America yet to be settled. It had only two natural resources: grass and soil. Still, once choicer lands were gone, settlers from the eastern states and immigrants from overseas saw the prairie as a place to escape poverty or persecution—and, perhaps, to own a piece of land.

3 The settling of the prairie began in the 1850s. Then, following the upheaval of the Civil War (1861–1865), it accelerated. In 1860, for example, 28,000 white settlers lived in the Nebraska Territory. Seven years later, when Nebraska became the 37th state, the population was 100,000.

4 Pioneer families stood shoulder to shoulder to settle the harsh land, with women fighting fires, fear, and locusts right beside men. Their stories, recalled in diaries, letters, and memoirs, provide a glimpse into the social history of this unique time.

She’s Leaving Home

5 To encourage settlement of the West, the U.S. government passed the Homestead Act in 1862. The Act offered up to 160 acres of free land to any settlers—or homesteaders, as they came to be known—who met two requirements: that they begin developing the land within six months of claiming it, and that they then live on the land for five years. After this period, the homesteader could claim ownership—what was called “proving up” a land claim.

6 “The year was 1894. [My fiancé] was convinced that our best chance to make something of ourselves was to avail ourselves of the offer of free land,” wrote Rachel Calof, a Jewish immigrant from Russia, who was 18 when she joined her new husband in North Dakota. “[Homesteading] seemed a godsend to penniless people who otherwise could not hope to buy land.”

7 For other homesteaders, the decision to go west was not always so full of hope.

8 “My memory goes back . . . to a . . . library table strewn with literature extolling a new haven for immigrants—Kansas,” remembered Mrs. W. B. Caton. “To me it spelled destruction, desperadoes, and cyclones. I could not agree with my husband that any good could come out of such a country, but . . . October 1, 1879, saw us—a wagon, three horses, and our humble household necessities—bound for the ‘Promised Land.’”

Trials, Tribulations, and the Pioneer Spirit

9 The fierce weather of the Great Plains could break the will and hopes of a homesteader in an afternoon.

10 “The wheat grew well [in 1900],” remembered Rachel Calof, “and, at last, was ready for cutting. On a fine clear morning [my husband] . . . made . . . preparations . . . to reap the golden harvest. Our spirits soared. . . . It was not to be. . . . Shortly before noon, a dark cloud suddenly boiled up in the sky. Then suddenly the hailstorm, the scourge of the prairie farmer, was upon us. It was of such intensity that in a few minutes practically all for which we had suffered and labored was destroyed.”

Go On

11 During dry summers, furious prairie fires were an equal threat, as were tornadoes and plagues of locusts that ate everything in their path, even the clothing off people’s backs.

12 A homesteader’s isolated life presented dangers of its own. The nearest neighbor, doctor, or town could be dozens of miles away. In some instances, loneliness drove settlers mad. And isolation could turn common events into crises, as homesteader Annette Leclve Botkin recalled.

13 “My parents settled in Kansas, in 1873. Their house was three miles from the nearest neighbor, [the] nearest trading post over sixteen miles away.

14 “It was the last of July, and my father was thinking of the long winter ahead. . . . The little house had to be kept warm, for there were a couple of little children already in the home, and another on the way. So my father rose early and started on his all-day trip . . . to get a load of wood. . . .

15 “He had no sooner gotten out of sight, than my mother knew . . . that it was time [to give birth]. Now that was a terrifying situation. Alone with two babies, not a neighbor nor doctor to be gotten.

16 “So my mother got the baby clothes together on a chair by the bed, water and scissors and what else was needed to take care of the baby; drew a bucket of fresh water from a sixty-foot well; made some bread-and-butter sandwiches; set out some milk for the babies. At about noon the stork left a fine baby boy. My father arrived home about dusk with a big load of wood. My mother, having fainted a number of times in her attempt to dress the baby, had succeeded at last; and when father came in he found a very uncomfortable but brave and thankful mother. . . .”

17 “It might seem a cheerless life,” said one woman, reflecting on the challenges of her pioneer days, “but there were compensations: the thrill of conquering a new country; the wonderful atmosphere; the attraction of the prairie, which simply gets into your blood and makes you dissatisfied away from it; the low-lying hills and the unobstructed view of the horizon; and the fleecy clouds driven by the never-failing winds. The pioneer spirit was continuous in our family.”

70

Based on the last two paragraphs of *O Pioneers!*, what can be inferred about the relationship between Alexandra Bergson and Carl Linstrum? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

71

How does the author of *O Pioneers!* use sensory details to establish the setting? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

Go On

72

The author of "Women on the Lone Prairie" quotes diaries, letters, and memoirs written by women who experienced life on the prairie firsthand. What is the effect of presenting these stories from a first-person point of view? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

Planning Page

You may **PLAN** your writing for question 73 here if you wish, but do **NOT** write your final answer on this page. Write your final answer on pages 54 and 55.



Go On

Ready™ New York CCLS ELA Practice, Grade 7
Answer Form

Name _____

Teacher _____ Grade _____

School _____ City _____

Book 1

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Book 2

43. (A) (B) (C) (D)
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45. (A) (B) (C) (D)
46. (A) (B) (C) (D)
47. (A) (B) (C) (D)
48. (A) (B) (C) (D)
49. (A) (B) (C) (D)
50. (A) (B) (C) (D)
51. (A) (B) (C) (D)
52. (A) (B) (C) (D)
53. (A) (B) (C) (D)
54. (A) (B) (C) (D)
55. (A) (B) (C) (D)
56. (A) (B) (C) (D)
57. (A) (B) (C) (D)
58. (A) (B) (C) (D)
59. (A) (B) (C) (D)
60. (A) (B) (C) (D)
61. (A) (B) (C) (D)
62. (A) (B) (C) (D)
63. (A) (B) (C) (D)

Book 3

- For numbers 64 through 67, write your answers in the book.
64. See page 39.
 65. See page 40.
 66. See page 40.
 67. See page 42.

Book 4

- For numbers 68 through 73, write your answers in the book.
68. See page 46.
 69. See page 46.
 70. See page 51.
 71. See page 51.
 72. See page 52.
 73. See page 54.

Cut along the dotted line.



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